

SANGAREE INTERMEDIATE

201 School House Lane
Summerville, SC 29483

GRADES 4-6 Elementary School

ENROLLMENT 588 Students

PRINCIPAL Carolyn A. Morris 843-820-3850

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 13 | 61 | 11 | 1 | 0 |

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | Good | Good | No |

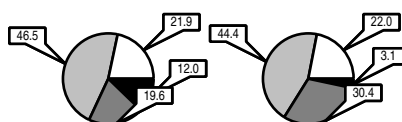
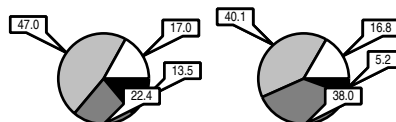
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 602 | 100.0 | 22.0 | 44.4 | 30.4 | 3.1 | 44.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 341 | 100.0 | 26.0 | 45.7 | 27.3 | 1.0 | 38.8 | | |
| Female | 261 | 100.0 | 16.9 | 42.8 | 34.3 | 5.9 | 52.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 442 | 100.0 | 20.2 | 44.0 | 33.6 | 2.2 | 47.2 | Yes | Yes |
| African-American | 133 | 100.0 | 29.3 | 45.7 | 19.0 | 6.0 | 35.3 | Yes | Yes |
| Asian/Pacific Islanders | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 12 | 100.0 | 16.7 | 66.7 | 16.7 | 0.0 | 0.0 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 493 | 100.0 | 13.9 | 45.8 | 36.4 | 3.9 | 52.6 | | |
| Disabled | 109 | 100.0 | 57.4 | 38.6 | 4.0 | 0.0 | 10.9 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 602 | 100.0 | 22.0 | 44.4 | 30.4 | 3.1 | 44.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 598 | 100.0 | 22.0 | 44.4 | 30.4 | 3.1 | 44.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 277 | 100.0 | 30.0 | 46.0 | 20.7 | 3.4 | 32.9 | Yes | Yes |
| Full-pay meals | 324 | 100.0 | 15.8 | 43.2 | 38.0 | 3.0 | 54.1 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 602 | 99.8 | 21.7 | 46.6 | 19.7 | 12.1 | 49.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 341 | 99.7 | 17.5 | 48.2 | 21.1 | 13.2 | 50.2 | | |
| Female | 261 | 100.0 | 27.1 | 44.5 | 17.8 | 10.6 | 47.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 442 | 99.8 | 19.1 | 46.8 | 21.5 | 12.6 | 53.2 | Yes | Yes |
| African-American | 133 | 100.0 | 33.6 | 44.0 | 14.7 | 7.8 | 36.2 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 12 | 100.0 | 0.0 | 66.7 | 0.0 | 33.3 | 0.0 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 493 | 99.8 | 16.9 | 47.0 | 22.4 | 13.7 | 55.3 | | |
| Disabled | 109 | 100.0 | 42.6 | 44.6 | 7.9 | 5.0 | 22.8 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 602 | 99.8 | 21.7 | 46.6 | 19.7 | 12.1 | 49.2 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 598 | 99.8 | 21.7 | 46.6 | 19.7 | 12.1 | 49.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 277 | 100.0 | 28.7 | 48.1 | 14.8 | 8.4 | 39.2 | Yes | Yes |
| Full-pay meals | 324 | 99.7 | 16.2 | 45.4 | 23.5 | 14.9 | 57.0 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 184 | 99.5 | 28.8 | 44.8 | 25.2 | 1.2 | 26.4 |
| | Grade 5 | 220 | 99.1 | 22.4 | 57.6 | 19.5 | 0.5 | 20.0 |
| | Grade 6 | 196 | 100.0 | 23.2 | 42.2 | 30.3 | 4.3 | 34.6 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 201 | 100.0 | 13.8 | 41.3 | 40.7 | 4.2 | 45.0 |
| | Grade 5 | 181 | 100.0 | 22.9 | 52.6 | 24.0 | 0.6 | 24.6 |
| | Grade 6 | 220 | 100.0 | 31.8 | 38.2 | 25.8 | 4.1 | 30.0 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 184 | 100.0 | 17.1 | 58.5 | 15.2 | 9.1 | 24.4 |
| | Grade 5 | 220 | 100.0 | 29.0 | 54.1 | 11.6 | 5.3 | 16.9 |
| | Grade 6 | 196 | 100.0 | 17.8 | 41.6 | 30.3 | 10.3 | 40.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 201 | 100.0 | 16.9 | 50.3 | 19.6 | 13.2 | 32.8 |
| | Grade 5 | 181 | 99.5 | 29.9 | 44.3 | 14.9 | 10.9 | 25.9 |
| | Grade 6 | 220 | 100.0 | 20.7 | 45.6 | 23.0 | 10.6 | 33.6 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 588) | | | | |
| First graders who attended full-day kindergarten | N/R | N/C | 100.0% | 100.0% |
| Retention rate | 2.3% | Down from 2.5% | 2.6% | 2.7% |
| Attendance rate | 95.3% | Up from 94.9% | 96.5% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 3.8% | | 3.6% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.7% | | 2.9% | 3.5% |
| Eligible for gifted and talented | 16.7% | Up from 14.1% | 18.8% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 14.0% | Up from 12.3% | 8.3% | 8.2% |
| Older than usual for grade | 1.7% | Down from 2.3% | 1.0% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.2% | Down from 0.3% | 0.0% | 0.0% |
| Teachers (n= 36) | | | | |
| Teachers with advanced degrees | 47.2% | Up from 41.2% | 53.8% | 51.4% |
| Continuing contract teachers | 77.8% | Down from 94.1% | 91.0% | 87.5% |
| Highly qualified teachers** | 96.9% | N/A | 95.5% | 95.0% |
| Teachers with emergency or provisional certificates | 3.4% | | 0.0% | 0.0% |
| Teachers returning from previous year | 82.2% | Down from 85.7% | 89.6% | 86.7% |
| Teacher attendance rate | 94.0% | Down from 95.1% | 95.0% | 94.9% |
| Average teacher salary | \$39,453 | Up 0.1% | \$41,109 | \$40,760 |
| Prof. development days/teacher | 27.5 days | N/R | 11.3 days | 12.4 days |

School

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Principal's years at school | 4.0 | Up from 3.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.6 to 1 | Down from 25.1 to 1 | 20.1 to 1 | 18.9 to 1 |
| Prime instructional time | 87.3% | Down from 88.6% | 90.4% | 90.0% |
| Dollars spent per pupil* | \$5,109 | Up 4.7% | \$5,680 | \$6,044 |
| Percent of expenditures for teacher salaries* | 61.9% | Up from 61.1% | 65.9% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 92.8% | 92.0% |
| Highly qualified teachers in high poverty schools** | 91.2% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was filled with exciting activities in core academics, visual and performing arts, and extra-curricular clubs for children. Students engaged in numerous service learning activities that benefited our school and community. Our school has participated in the Marine Corps' Toys for Tots Campaign with a contribution amounting to \$3,141. We also contributed \$5,873 to the American Heart Association by participating in Jump Rope for Heart.

Our school was recognized by the accomplishments of many of our outstanding students: five student entries won in the District Science Fair; one student placed second in the Lowcountry Science Fair; 16 students represented our school in the All County Band Program; eight students represented our school in the All County Chorus Program; 21 students were represented in the district art show; one student placed third in the Lt. Governor's Award for Excellence in Composition and Expository Writing; five students won first place in the PTSA Reflections Competition, state level, in the areas of Literature, Visual Arts and Photography; four students won first place in the Tri-County PTSA Puzzle Contest and one of those students was the overall contest winner; one student won first place in the Lions Club International Peace Art Contest; one student placed first in the Southeastern Wildlife Exposition.

We received \$28,563.00 in grant monies to support activities such as School to Work, school-wide arts programs, community projects, and classroom instructional programs. Through outstanding leadership and hard work the PTSA generated monies to purchase computers, student incentives, classroom supplies, and arts awareness programs. Our school had 100% membership in the PTSA from our student, parent, and teacher population.

Sangaree Intermediate School received Title 1 funds amounting to \$61,180 which supported instructional, professional, and parenting programs within the school. Instructional programs were supported by the purchase of instructional materials, computers, professional literature, and children's books. Professional development opportunities allowed teachers to participate in workshops and expand their knowledge of the curriculum. Parenting programs included Book Fair, Open House, PTSA Meetings, Second/Third Grade Orientation, Glencoe Mathematics, Everyday Mathematics, Organize and Study Wise, and Step to the Beat Summer Reading Night.

Sangaree Intermediate School continues to be an exciting learning environment where children can expand their knowledge, interests, talents and social skills.

Carolyn Morris, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 33 | 193 | 156 |
| Percent satisfied with learning environment | 100.0% | 84.8% | 94.8% |
| Percent satisfied with social and physical environment | 100.0% | 79.8% | 85.6% |
| Percent satisfied with home-school relations | 87.5% | 92.2% | 78.1% |

*Only students at the highest elementary school grade level at this school and their parents were included.